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AUTHOR Ott, Mary Diederich
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ABSTRACT

In this revised version of ED 127 248, the author has re-evaluated response data from a survey of 1680 selected engineering freshmen at 42 schools. The survey was an effort to identify distinguishing characteristics of the increasing numbers of women entering engineering programs. Respondents, who included men and women, were asked to give information about family and educational background, study habits, social life and extracurricular activities, work experience, political views, personality traits, financial status, career attitudes, factors influencing choice of curriculum, and future educational plans. The introductory narrative section of the revised edition is identical to that of ED 127 248, describing how the author selected representative groups of students and how she weighted response data. Response data were reprogrammed due to an error in computer programming for the initial report. The result is that there are now more significant levels of difference between the responses of men and women than there were originally. The body of the report contains lists of comparative response data for each of the 230 questions on the survey. Significance of difference is indicated where there is none, where it is at the five percent level, and where it is at the one percent level. (AV)

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RESULTS OF FALL 1975 SURVEY OF ENGINEERING FRESHMEN

(REVISED),

Mary Diederich Ott

College of Engineering

Cornell University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

The fall 1975 survey of engineering freshmen is the first of a series of five surveys seeking to determine the characteristics and attitudes of men and women freshmen in engineering. Subsequent surveys in the series will assess changes in these areas as students proceed through their first two years in engineering programs. In particular, the survey effort is intended to clarify the characteristics of the women students who are now entering engineering education in large numbers. This information should be useful in designing educational programs and services which will be appropriate to the needs of the students.

Survey Population and Sample

The survey results refer to the population of all first-time engineering freshmen who entered one of forty-two schools during the 1975 fall term. These 42 schools include Howard University and all U.S. schools which enrolled thirty or more women freshmen in engineering in the fall of 1974. Forty of the institutions are universities or branches of universities. Two are professional schools, one of which grants only bachelor's degrees; the other grants doctor's degrees as well as bachelor's degrees. We estimate that there are 19,425 students in the population, including 16,589 men and 2,836 women (14.6% of the population).*

A sample of sixteen of the forty-two schools was selected for inclusion in the survey. Four were chosen with certainty because of special characteristics which were of interest. Four others were chosen with certainty because they enrolled the largest numbers of women freshmen in 1974. At these eight certainty schools, all women freshmen in engineering and ten per cent of the men were included in the survey sample. The male students were selected randomly from class lists or admissions lists. The eight schools selected with certainty are self-representing schools. That is, in computing survey estimates, the students in the sample from these schools only represent other students at their own school, rather

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* Data from the Cooperative Institutional Research Program indicate that an estimated 11.6% of fall 1975 freshmen planning to major in engineering at U.S. universities were women (approximately 41,000 men, 5,360 women). A. Astin, M.R. King, G.T. Richardson, The American Freshman: National Norms for Fall 1975 (Los Angeles: Graduate School of Education, UCLA, undated).

than representing students at other schools as well.

The remaining thirty-four institutions were divided into four strata which were approximately equal in total female enrollment. Two institutions were then selected at random from each stratum, giving a total of eight randomly selected schools. The four strata were defined in two operations, the first based on female enrollment and the second based on region. The students at the eight randomly selected schools represent the other students at their schools as well as the students at other schools in their stratum. This representation is based on the overall student selection probabilities. All of the women freshmen and a proportion of the men comprised the survey sample at these schools. The proportion of men selected at each school depended on the number of schools in the stratum. The net result of these procedures was that each man in the sample was selected with a probability of 10%. Therefore, each of these men represented himself plus nine other men from the schools in his stratum.

All of the eight schools selected with certainty did participate in the survey. Of the eight randomly selected schools, only two declined to participate. These two schools were replaced by back-up schools from their stratum. This replacement introduced some unavoidable nonresponse bias into the survey results. Since only two schools declined, this non-response bias will probably be small for most survey estimates.

The total number of women freshman engineers in the sixteen schools was 1,291. The number of men was 7,968. All 1,291 women and 1,659 of the men comprise the survey sample.

Table 1 lists the 42 schools in the population and identifies the sixteen schools included in the survey. In Table 1, the 34 non-certainty schools are listed according to stratum and in order of decreasing size of female enrollment in fall 1974.

The Questionnaire

The questionnaire administered in the fall of 1975 consisted of Part I of the College Student Questionnaire developed by the Educational Testing Service, and a thirty-item questionnaire designed by the research team. The combined survey included 230 questions and took about 1 and 1/4 hours to complete.

Questionnaires were administered to the students in the survey sample at the sixteen schools during the fall term of 1975. Response rates varied considerably from school to school, ranging from a high of 96% to a low of 17%. The overall response rate was 60% for women students and 55% for men. Seven hundred seventy-five women and 905 men completed the survey, for a total of 1,680 respondents. The presence of student non-response creates some additional nonresponse bias. Nonresponse adjustment procedures are included in the analysis of the survey in an attempt to minimize this nonresponse bias.

Table 1. List of Schools in the Population*

Certainty Schools

Due to Special Characteristics

*Cornell University
*General Motors Institute
*Howard University
*University of Puerto Rico, Mayaguez Campus

Due to Size of Female Enrollment

*Texas Agricultural and Mechanical University, Main Campus
*Purdue University, Main Campus
*Pennsylvania State University, Main Campus
*University of Illinois, Urbana Campus

Non-Certainty Schools

Larger Female Enrollment

Coasts
Georgia Institute of Technology, Main Campus
*Carnegie-Mellon University
University of Pittsburgh, Main Campus
Virginia Polytechnic Institute and Sate University
*University of California at Berkeley
University of California at Davis

Central
Ohio State University, Main Campus
University of Michigan at Ann Arbor
Michigan Technological University
Iowa State University of Science and Technology
*Michigan State University
University of Texas at Austin
*University of Tennessee at Knoxville

Smaller Female Enrollment

Coasts
University of Washington
*University of Virginia, Main Campus
Rensselaer Polytechnic Institute
*Lehigh University
University of California at Los Angeles
Duke University
University of Arizona
Princeton University
North Carolina State University at Raleigh
State University of New York at Buffalo, Main Campus
Stanford University

Central
University of Colorado at Boulder
Montana State University
*Vanderbilt University
University of Missouri at Columbia
University of Missouri at Rolla
Northwestern University
Washington University (St. Louis)
University of Wisconsin at Madison
*Colorado School of Mines
University of Illinois, Chicago Circle Campus

* Schools in the sample are identified by an asterisk.

Analysis

Data were analyzed in terms of estimates of the proportions of men and of women in the population who would have a given response to a question. In order to make valid estimates of the population proportions, the data were subjected to statistical weighting procedures. Each respondent was assigned a weight having two components. The first component adjusts the sample to represent all students in the population. The second component is an adjustment for student nonresponse.

The precision of the estimated proportions was gauged by obtaining estimates of the standard errors of these estimated proportions. The standard error of an estimated proportion is a measure of the variability that the estimated proportion would have in repeated samples of the same type from this population. Typical standard errors of estimated proportions for this survey range from .01 to .08. We also estimated the precision of the difference between the estimated proportions for men and for women Typical standard errors of differences in estimated proportions between men and women range from .02 to .08. By comparing the difference in the estimated proportions of men and women giving a certain response with the standard error of the difference, we determined whether the differences in estimated proportions were statistically significant.

Results

Only those questions were analyzed for which there were empirical reasons to expect differences between the responses of men and women, and those questions which appeared to be important for engineering education as a whole. Questions meeting either of these criteria were considered to be conceptually significant. These questions were tested for the statistical significance of the difference in the estimated proportions of men and women giving a particular response or responses to the question.

We used two levels of statistical significance, the .05 level and the .01 level. A difference that was significant at the .05 level means that there was only one chance in twenty that the magnitude of the observed difference in estimated proportions would be found if the population proportions were equal. Significance at the .01 level means that there was only one chance in a hundred that the magnitude of the observed difference in estimated proportions would be found if the population proportions were equal.

Survey results are given in Table 2. Questions 1 to 200 are from the College Student Questionnaire. Questions 201 to 230 are those designed by the research team.

Table 2. Estimated Proportions of Students Responding to Each Alternative in the Fall 1975 Survey

Item and Response Description	Total	Men	Women	Significance of Difference[+]
1. Sex				
1. Male	85.4%	100%	--	
2. Female	14.6%	--	100%	
2. Age				
1. 16 or under	0.6	0.6	1.0	**
2. 17	22.5	21.7	27.0	
3. 18	73.3	73.8	70.7	
4. 19	2.3	2.6	0.8	
5. 20	--	--	--	
6. 21	--	--	--	
7. 22	--	--	--	
8. 23	--	--	--	
9. 24 or older	--	0.5	--	
No response	--	--	--	
3. Class in College				
1. Freshman	99.4	99.3	99.8	
2. Sophomore	--	--	--	
3. Junior	--	--	--	
4. Senior	--	--	--	
5. Fifth yr. of 5-yr. bachelors program	--	--	--	
6. Graduate	--	--	--	
7. Evening student only	--	--	--	
8. Other	--	--	--	
No response	--	--	--	
4. Marital Status				
1. Single or unattached	75.2	74.8	77.4	
2. Going steady	18.7	19.0	16.8	
3. Pinned--or equivalent	3.3	3.3	3.7	
4. Engaged	1.4	1.5	1.0	
5. Married, no children	--	--	--	
6. Married, one or two children	--	--	--	
7. Married, three or more children	--	--	--	
8. Widowed	--	--	--	
9. Divorced, separated	--	--	--	
No response	0.6	0.5	0.9	

[+] n.s. indicates no significant difference between weighted proportions of men and women at the 5% level.
* indicates significant difference at the 5% level.
** indicates significant difference at the 1% level.

-- indicates percentages of less than 0.5.

Item and Response Description	Total	Men	Women	Significance of Difference
5. Course Load				
1. Full-time	97.7	97.6	98.5	
2. About three-quarters time	--	--	--	
3. About one-half time	0.9	1.0	--	
4. About one-quarter time or less	0.7	0.7	0.5	
No response	--	--	0.6	
6. Place of Residence				
1. College dormitory or apartment	80.6	79.5	86.7	**
2. Fraternity or sorority house	2.1	2.2	1.3	n.s.
3. Cooperative	0.7	0.7	0.5	
4. Boarding house	1.9	2.0	1.2	
5. At home with parents	9.4	9.8	6.7	*
6. With relatives or family friends	0.5	--	0.8	
7. Private room off campus	0.7	0.7	0.6	
8. Private apartment off campus	3.2	3.4	1.9	
9. Other	1.1	1.2	--	
No response	--	--	--	
7. Academic Probation				
1. Yes	8.6	8.8	7.5	
2. No	87.6	87.5	88.0	
No response	3.8	3.7	4.5	
8. Major Field Decision				
1. Yes	95.5	95.4	95.9	n.s.
2. No, not even tentatively	4.0	4.1	3.4	
No response	0.5	--	0.7	
9. Major Field - Biological Science	1.4	1.6	0.5	
10. Major Field - Physical Science	3.1	2.6	6.0	
11. Major Field - Mathematics; Computer Science	2.7	2.4	4.3	
12. Major Field - Social Sciences	0.6	0.6	--	
13. Major Field - Humanities and Arts	--	--	--	
14. Major Field - Education	--	--	--	
15. Major Field - Business	--	--	1.3	
17. Major Field - Other Profession or Vocation	0.6	--	1.2	
TOTAL	8.8	7.9	13.9	
16. Major Field - Engineering				
1. General	6.7	6.4	8.3	n.s.
2. Aeronautics, Astronautics	2.2	2.4	1.5	n.s.
3. Chemical	15.4	14.9	18.2	n.s.
4. Civil	10.2	9.6	13.7	**
5. Electrical	18.5	20.0	9.7	**
6. Industrial	1.8	1.6	3.1	n.s.
7. Mechanical	13.4	14.7	5.5	**
8. Mineral, Petroleum	3.9	4.0	3.0	n.s.
9. Other	15.2	14.4	20.1	n.s.
No response	12.7	12.0	16.9	

Item and Response Description	Total	Men	Women	Significance of Difference
18. When Decision Made				
1. In past six months	9.8	9.6	10.8	
2. Between six months and a year ago	19.4	18.1	26.8	**
3. About a year ago	26.0	25.5	28.7	
4. About two years ago	19.4	20.3	13.8	
5. Three years ago	6.4	6.9	3.4	
6. Four years ago	3.2	3.3	2.2	
7. Five to seven years ago	3.6	3.8	2.9	
8. More than seven years ago	1.4	1.3	1.6	
No response and no major choice	11.0	11.2	9.7	
19. Most Influential in Choice of Major				
1. Father	30.2	31.1	25.2	*
2. Mother	4.8	4.3	7.6	*
3. Other adult acquaintance(s)	18.5	19.0	15.4	n.s.
4. Elementary school teacher(s) and/or principal	0.5	0.5	--	n.s.
5. High school teacher(s)	15.9	15.5	18.4	n.s.
6. High school counselor, dean or principal	5.5	5.1	7.9	n.s.
7. College teacher(s)	1.5	1.3	2.5	n.s.
8. College counselor, dean or other non-teacher	3.0	2.3	6.9	**
9. Close friend(s)	7.1	7.2	6.1	n.s.
No response and no major choice	13.1	13..	9.9	
20. Parents Reaction to Choice of Major				
1. Strongly approve	71.6	70.6	77.3	*
2. Mildly approve	14.4	14.9	12.0	
3. Are indifferent	6.2	6.6	3.8	
4. Disapprove of choice somewhat	0.8	0.9	0.8	n.s.
5. Strongly disapprove	--	--	--	
6. Are not aware of my present thinking	1.5	1.5	1.3	
No response and no major choice	5.4	5.5	4.4	
21. Number of Field Considered in Choosing Major				
1. One--only field ever really interested in	10.3	11.2	5.0	**
2. Two	30.2	29.4	34.8	
3. Three	37.9	37.7	39.0	
4. Four or more	16.5	16.5	16.7	
No response and no major choice	5.1	5.2	4.6	
22. Expectation of Graduate Work				
1. Definitely yes	17.3	17.5	16.6	n.s.
2. Probably yes	39.8	39.9	39.1	
3. Probably not	20.6	20.0	24.0	
4. Definitely not	2.2	2.0	3.5	
5. Not thought enough to say	18.8	19.2	16.0	
No response	1.3	1.4	0.9	

Item and Response Description	Total	Men	Women	Significance of Difference
23. Intended Professional School				
1. Architecture	2.6	2.5	3.1	
2. Business	5.5	5.6	5.4	
3. Education	1.0	1.1	.5	
4. Engineering	39.8	40.7	34.1	
5. Law	3.2	3.3	2.6	
6. Medical	3.7	3.7	3.5	
7. Social work	--	--	--	
8. Speech, Drama, Music, Other performing art	--	--	--	
9. Other professional or graduate school	2.4	2.1	4.3	
No response and no graduate plans	41.5	40.6	46.3	
24. When Graduate Work First Considered				
1. In past six months	11.4	11.8	8.5	
2. Between six months and one year ago	11.3	11.2	11.6	
3. About a year ago	13.2	13.3	12.7	
4. About two years ago	8.9	8.9	9.0	
5. Three years ago	4.3	4.4	3.7	
6. Four years ago	3.3	3.2	3.6	
7. Five to seven years ago	2.4	2.3	3.0	
8. More than seven years ago	2.8	2.7	3.1	
No response and no graduate plans	42.6	42.3	44.6	
25. Doctorate Expectation				
1. Yes	20.6	20.8	19.0	n.s.
2. No, Doctorate not given in my intended field	3.2	3.3	2.6	
3. No, plan for only M.A. or M.S. degree	23.0	22.9	23.6	
4. No, only that needed for teaching credentials	1.6	1.7	0.5	
5. No, for other reasons than above	6.6	6.4	7.6	
No response and no graduate plans	45.1	44.8	46.7	
26. Vocational Decision				
1. Yes	86.3	85.7	89.8	n.s.
2. No, not even tentatively	13.2	13.8	9.8	
No response	0.5	0.5	--	
27. Preferred Career Area				
1. An academic life	5.1	4.3	10.0	**
2. A business life	8.1	8.4	6.7	n.s.
3. A professional life	62.6	63.1	59.8	n.s.
4. A life of a trained technician or craftsman	3.7	4.2	0.8	**
5. A life centering on creative arts	1.2	1.2	1.1	n.s.
6. A life centering on a home and family	6.1	5.3	11.1	n.s.
7. Other	3.0	3.0	2.9	n.s.
8. Not thought enough to say	9.7	10.2	7.0	**
No response	0.5	--	0.6	

Item and Response Description	Total	Men	Women	Significance of Difference
28. Preferred Type of Work Situation				
1. Own business	7.9	8.5	4.4	**
2. Small business firm	7.0	7.2	5.6	n.s.
3. Medium to large firm or corp.	50.6	50.7	49.7	n.s.
4. Own professional office	7.6	8.3	3.8	n.s.
5. Educational institution	0.8	0.7	1.9	n.s.
6. Public or private research organization	14.2	13.0	21.2	**
7. Public or private welfare agency	--	--	0.6	n.s.
8. Government - except research, welfare, military	3.8	3.6	4.7	n.s.
9. Other	6.3	6.2	7.0	n.s.
No response	1.5	1.5	1.2	
29. Most Important Source of Job Satisfaction				
1. Opportunity to use my abilities	36.0	35.0	41.9	n.s.
2. Prospects of above average income	12.2	13.1	6.5	**
3. Freedom to be creative and original	8.0	8.5	4.9	*
4. To work with people rather than things	1.3	1.3	1.5	n.s.
5. To be helpful to others and/or useful to society	15.6	13.9	25.5	**
6. Stable, secure future	15.5	16.8	8.1	**
7. Compatibility with colleagues	4.1	3.8	5.6	n.s.
8. Avoidance of relatively high-pressure work	1.5	1.5	1.8	n.s.
9. Relative freedom from supervision	3.9	4.2	2.3	n.s.
No response	2.0	2.0	1.9	
30. Home-vs.-Career Choice - Women Only				
1. Housewife with no children	--	--	--	
2. Housewife with one or more children	--	--	8.2	
3. Unmarried career woman	--	--	4.6	
4. Married career woman without children	--	--	15.0	
5. Married career woman with children	--	--	55.2	
6. Right now I am uncertain	--	--	16.9	
No response	--	--	--	
31. Main Source of Financial Support This Year				
1. Parent - or parents	58.9	58.6	61.0	n.s.
2. Wife or husband	--	--	--	n.s.
3. Job	4.1	4.0	4.4	n.s.
4. Scholarship	16.8	16.2	20.3	n.s.
5. Loan	3.8	3.8	3.7	n.s.
6. Previous personal earnings and savings	8.4	9.0	5.1	**
7. G.I. Bill, R.O.T.C., etc.	4.1	4.4	2.1	
8. Trust fund, insurance, etc.	0.9	0.8	1.2	
9. Other	1.8	1.8	1.7	
No response	0.9	0.9	0.6	

Item and Response Description	Total	Men	Women	Significance of Difference
32. Scholarship Recipient				
1. No	53.9	54.4	51.1	n.s.
2. Yes, from this college	17.7	17.0	21.3	
3. Yes, from alumni of this college	1.9	1.7	3.2	
4. Yes, from this state	7.8	7.9	6.9	
5. Yes, from federal government	8.5	9.3	3.7	
6. Yes, from American Legion	--	--	--	
7. Yes, from National Merit	1.8	1.6	3.1	
8. Yes, from General Motors	--	--	--	
9. Yes, from other source	6.9	6.5	9.2	
No response	1.3	1.3	1.3	
33. Expected Employment During College - Hours per Week				
1. None	67.2	66.5	71.4	**
2. Less than 6	8.1	8.3	6.8	
3. 6 to 10	8.8	8.2	12.2	
4. 11 to 15	5.3	5.6	3.6	
5. 16 to 20	2.9	2.9	2.5	
6. 21 to 25	1.4	1.5	0.8	
7. 26 to 30	1.2	1.3	--	
8. More than 30	2.6	2.8	1.4	
No response	2.5	2.8	0.8	
34. Expected Expenditures in Coming Academic Year				
1. Less than $700	3.8	4.1	2.0	
2. $700 to $999	5.3	5.7	3.2	
3. $1000 to $1299	5.6	5.9	3.4	
4. $1300 to $1599	6.6	6.8	5.2	
5. $1600 to $1899	5.3	5.4	4.8	
6. $1900 to $2399	15.0	14.9	15.5	
7. $2400 to $3000	20.3	20.1	21.8	
8. Over $3000	35.7	34.8	41.3	
No response	2.4	2.4	2.8	
35. Expected Participation in Religious Activities				
1. Would not be interested	55.0	56.9	43.7	**
2. Would like to participate, not actively	30.6	29.5	37.2	
3. Would like to participate actively	13.1	12.2	18.4	
No response	1.3	1.4	0.7	
36. Expected Participation in Student Government				
1. Would not be interested	50.7	52.0	43.0	*
2. Would like to participate, not actively	39.6	38.7	44.4	
3. Would like to participate actively	8.8	8.2	11.8	
No response	1.0	1.0	0.8	

Item and Response Description	Total	Men	Women	Significance of Difference
37. Expected Participation in Literary, Dramatic Groups				
1. Would not be interested	75.0	77.1	62.4	**
2. Would like to participate, not actively	16.7	15.3	24.9	
3. Would like to participate actively	7.2	6.4	12.0	
No response	1.2	1.2	0.7	
38. Expected Participation in Athletics				
1. Would not be interested	15.9	13.9	27.6	**
2. Would like to participate, not actively	29.1	27.9	36.0	
3. Would like to participate actively	54.2	57.4	35.8	
No response	0.8	0.9	0.6	
39. Expected Participation in Preprofessional Club				
1. Would not be interested	25.0	26.6	15.8	**
2. Would like to participate, not actively	49.0	49.1	48.5	
3. Would like to participate actively	25.0	23.3	35.0	
No response	0.9	0.9	0.7	
40. Expected Participation in School Spirit Activities				
1. Would not be interested	48.9	51.1	35.6	**
2. Would like to participate, not actively	38.7	38.5	39.5	
3. Would like to participate actively	11.6	9.3	24.5	
No response	0.9	1.0	--	
41. Expected Participation in Political Organizations				
1. Would not be interested	73.9	74.2	72.5	n.s.
2. Would like to participate, not actively	19.3	19.1	20.3	
3. Would like to participate actively	5.3	5.1	6.5	
No response	1.5	1.6	0.8	
42. Most Important Criterion for Choice of College				
1. Inexpensive	3.5	3.4	3.9	
2. Close to home	2.1	2.1	1.9	
3. Friends were to attend here	1.1	1.2	0.5	
4. General academic reputation	34.8	35.9	28.5	
5. Special strength in intended major field	37.4	36.5	42.6	
6. Good scholarship offer	5.7	5.7	5.5	
7. General impression of campus and students	8.9	8.4	11.3	
8. Religious affiliation	--	--	--	
9. Other reason	6.1	6.2	5.6	
No response	--	--	--	

Item and Response Description	Total	Men	Women	Significance of Difference
43. Number of Years of Higher Education Desired				
1. Two years of college	--	--	--	n.s.
2. Four years of college	39.9	40.0	39.0	n.s.
3. One year of graduate work	14.2	14.3	13.7	n.s.
4. Two years of graduate work	21.5	21.1	24.0	
5. Three years of graduate work	7.2	7.4	6.4	
6. Four years of graduate work	8.5	9.0	5.8	n.s.
7. Five years of graduate work	1.8	1.7	2.5	
8. Six or more years of graduate work	2.9	2.5	5.0	
9. Other	2.2	2.2	2.5	
No response	1.4	1.5	0.8	
44. Expected Competitiveness for Grades in College				
1. A great deal	56.8	56.1	60.5	*
2. A fair amount	33.5	33.9	30.8	
3. Only a little	7.4	7.3	8.0	
4. None	1.3	1.5	--	
No response	1.1	1.2	--	
45. Expected Source of Greatest Satisfaction in College				
1. Coursework in general	31.0	31.1	30.1	n.s.
2. Coursework in major field	21.2	21.8	17.8	*
3. Individual study, research, etc.	4.0	4.3	1.9	*
4. Organized extracurricular activities	4.2	4.5	2.7	n.s.
5. Bull sessions	1.1	1.3	--	n.s.
6. Social life	5.0	5.5	2.2	**
7. Close friendships	6.8	6.6	7.9	n.s.
8. Getting acquainted with variety of students	5.4	4.8	8.9	**
9. Self-discovery, self-insight	19.0	17.6	26.9	**
No response	2.3	2.5	1.4	
46. Expected Greatest Problem in College				
1. No big problems expected	18.7	18.9	17.6	n.s.
2. Finances	9.0	9.1	8.7	n.s.
3. Handling course content	41.4	40.1	49.0	**
4. Meeting members of opposite sex	4.5	5.1	1.3	**
5. Relations with certain members of opposite sex	3.2	3.4	2.2	n.s.
6. Deciding on major field	4.7	4.3	6.8	n.s.
7. Parent and/or family relations	1.0	0.9	1.1	n.s.
8. Achieving sense of identity	9.4	9.8	7.1	n.s.
9. Other problem	6.5	6.9	4.5	n.s
No response	1.6	1.5	1.9	

Item and Response Description	Total	Men	Women	Significance of Difference
47. Plan to Join Fraternity or Sorority				
1. Yes	28.6	30.4	18.2	**
2. No - or none at this college	68.4	66.4	80.1	
No response	3.0	3.2	1.8	
48. Foreknowledge of Faculty Under Whom to Study				
1. No	69.6	70.1	66.9	n.s.
2. Yes, one particular person	15.7	15.5	16.7	
3. Yes, two persons	6.2	6.1	6.7	
4. More than two faculty members	7.9	7.7	9.2	
No response	0.6	0.6	0.5	
49. Vocational Orientation as Self-Description				
1. Most accurate	33.2	34.2	27.6	*
2. Second most accurate	36.8	36.3	39.6	
3. Third most accurate	21.0	20.0	26.9	
4. Least accurate	5.6	5.8	4.7	
No response	3.3	3.7	1.2	
50. Academic Orientation as Self-Description				
1. Most accurate	15.0	14.5	17.9	**
2. Second most accurate	36.0	35.9	36.3	
3. Third most accurate	39.9	39.8	40.2	
4. Least accurate	5.5	5.7	4.6	
No response	3.7	4.2	1.0	
51. Collegiate Orientation as Self-Description				
1. Most accurate	45.6	44.4	52.5	
2. Second most accurate	18.6	18.4	19.4	
3. Third most accurate	26.2	26.7	23.3	
4. Least accurate	5.9	6.3	3.5	
No response	3.8	4.2	1.3	
52. Nonconformist Orientation as Self-Description				
1. Most accurate	3.5	4.0	0.6	
2. Second most accurate	4.3	4.5	3.4	
3. Third most accurate	9.1	9.2	8.3	
4. Least accurate	79.3	78.1	86.6	
No response	3.8	4.2	1.1	
53. Type of Secondary School				
1. Public	83.7	83.5	84.7	n.s.
2. Private, non-religious, non-military	5.6	5.9	3.8	n.s.
3. Protestant	0.6	0.5	1.2	n.s.
4. Catholic	9.2	9.2	9.2	
5. Jewish	--	--	--	
6. Military	--	--	0.6	
7. Other	--	--	0.5	
No response	--	--	--	

Item and Response Description	Total	Men	Women	Significance of Difference
54. Type of Secondary School				
1. Coeducational	92.4	92.5	92.0	
2. All boy	6.2	7.2	--	
3. All girl	1.2	--	8.0	
No response	--	--	--	
55. Number in High School Graduating Class				
1. Less than 50	3.2	3.2	3.0	
2. 50 to 99	8.8	8.8	8.8	n.s.
3. 100 to 199	12.0	12.1	11.4	
4. 200 to 299	16.9	17.2	15.4	
5. 300 to 399	14.8	15.2	12.9	n.s.
6. 400 to 599	23.3	22.4	28.8	
7. 600 to 799	11.9	11.5	14.3	
8. 800 to 1000	4.7	4.9	3.4	n.s.
9. More than 1000	3.8	4.2	1.9	
No response	0.5	0.6	--	
56. Proportion of H.S. Class College-bound				
1. Less than one-fourth	6.3	6.4	5.8	n.s.
2. One-fourth to one-half	30.4	29.8	33.4	n.s.
3. One half to three-fourths	36.1	35.7	38.4	n.s.
4. More than three-fourths	26.2	26.9	22.1	**
No response	1.0	1.1	--	
57. Estimated Class Standing				
1. Top 2 per cent	22.5	19.7	39.5	**
2. Top 5 per cent	19.1	18.3	24.0	**
3. Top 10 per cent	21.4	22.0	17.9	n.s.
4. Top 20 per cent	21.1	22.6	12.5	
5. Top 30 per cent	7.4	8.3	2.3	
6. Top 40 per cent	3.0	3.4	1.1	**
7. Top 50 per cent	2.3	2.5	1.4	
8. Not among top 50 per cent	--	--	--	
9. Do not know	2.2	2.4	1.0	
No response	0.5	0.5	--	
58. Subject Most Enjoyed in High School				
1. Art	1.7	1.4	3.5	*
2. English - including speech and literature	3.1	2.8	4.6	*
3. Foreign language(s)	1.0	0.8	1.7	n.s.
4. Mathematics	39.5	37.9	48.8	**
5. Music	5.2	5.3	4.6	n.s.
6. Physical education	3.4	3.8	0.9	**
7. Sciences	37.9	38.9	32.0	**
8. Shop or commercial	2.8	3.2	0.7	**
9. Social Sciences	4.6	5.0	2.3	n.s.
No response	0.9	0.8	1.0	

Item and Response Description	Total	Men	Women	Significance of Difference
59. Subject Least Enjoyed in High School				
1. Art	6.3	6.1	7.2	n.s.
2. English - including speech and literature	28.6	30.2	19.0	**
3. Foreign language(s)	26.4	28.0	17.2	**
4. Mathematics	1.0	1.0	0.9	n.s.
5. Music	4.8	5.0	3.9	n.s.
6. Physical education	6.8	5.8	12.5	**
7. Sciences	2.0	1.9	2.3	n.s.
8. Shop or commercial	6.9	5.4	15.5	**
9. Social Sciences	14.8	14.1	18.8	*
No response	2.4	2.3	2.7	
60. Close Relation with High School Teachers				
1. No, none	7.9	8.1	6.8	n.s.
2. 1 or 2	30.8	30.6	32.0	
3. 3 or 4	25.6	24.7	31.1	
4. 5 or 6	12.8	13.3	10.1	
5. More than 6	22.5	23.0	20.0	
No response	--	--	--	
61. Assessment of H.S. Preparation for College				
1. Did poor job preparing me for college	8.6	8.0	12.0	
2. Do not know	11.9	12.4	9.2	
3. Did fairly good job	49.7	49.8	48.7	n.s.
4. Did very good job	29.4	29.3	29.8	
No response	--	--	--	
62. Approximate H.S. Overall Grade Average				
1. D plus or lower	--	--	--	
2. C minus	--	--	--	
3. C	0.7	0.9	--	
4. C plus	2.8	3.2	1.0	
5. B minus	4.1	4.4	2.2	
6. B	14.1	15.7	5.2	
7. B plus	26.3	27.1	21.8	
8. A minus	21.7	20.8	26.8	**
9. A	29.7	27.4	43.0	
No response	--	--	--	
63. Approximate Senior-year Grade Average				
1. D plus or lower	--	--	--	
2. C minus	--	--	--	
3. C	0.8	0.9	--	
4. C plus	1.7	2.0	--	
5. B minus	4.0	4.4	1.9	
6. B	12.8	13.7	7.1	
7. B plus	19.6	20.3	15.1	
8. A minus	24.3	23.9	26.9	**
9. A	35.3	33.2	48.1	
No response	0.8	0.8	0.7	

Item and Response Description	Total	Men	Women	Significance of Difference
64. Prefer to be Remembered as				
1. Brilliant student	49.3	48.0	57.0	**
2. Outstanding athlete or leader	20.2	19.8	22.4	
3. Most popular	20.2	21.7	11.1	
No response	10.3	10.5	9.4	
65. Number of High School Scholastic Honors				
1. No	18.8	20.2	10.4	**
2. Yes, one or two	43.3	44.2	37.9	
3. Yes, three or four	20.9	20.1	25.8	
4. Five or more	16.6	14.9	26.0	
No response	--	0.5	--	
66. Number of High School Athletic Awards				
1. No	45.9	43.1	62.2	**
2. One sport	29.8	30.8	24.1	
3. Two sports	15.2	16.2	8.8	
4. Three or more sports	8.7	9.4	4.7	
No response	--	--	--	
67. Important Offices Held in High School				
1. No	74.2	75.4	66.8	
2. One such office	14.0	13.7	15.8	
3. Two such offices	7.3	7.1	8.1	
4. Three or more important offices	4.4	3.5	9.4	
No response	--	--	--	
68. High School Participation in Science Activities				
1. Did not participate	47.7	46.6	53.7	**
2. Participated, not very actively	35.0	35.7	31.3	
3. Participated very actively	16.8	17.2	14.8	
No response	--	0.5	--	
69. High School Participation in Publication Activities				
1. Did not participate	71.4	73.7	58.0	**
2. Participated, not very actively	14.5	13.7	19.0	
3. Participated very actively	13.6	12.0	22.7	
No response	0.5	0.6	--	
70. High School Participation in Debate, Drama, etc.				
1. Did not participate	69.4	71.6	56.5	**
2. Participated, not very actively	17.2	16.0	24.0	
3. Participated very actively	12.8	11.7	19.1	
No response	0.7	0.7	--	
71. High School Participation in Hobby Groups				
1. Did not participate	69.2	67.6	78.5	**
2. Participated, not very actively	18.2	19.1	13.3	
3. Participated very actively	12.1	12.8	8.0	
No response	0.5	0.5	--	

Item and Response Description	Total	Men	Women	Significance of Difference
72. High School Participation in Music Activities				
1. Did not participate	65.8	68.1	52.2	**
2. Participated, not very actively	10.2	9.8	12.5	
3. Participated very actively	23.6	21.6	34.9	
No response	--	--	--	
73. High School Participation in School Spirit Groups				
1. Did not participate	56.6	60.1	36.4	**
2. Participated, not very actively	28.5	27.6	33.9	
3. Participated very actively	14.5	12.0	29.5	
No response	--	--	--	
74. High School Participation in Public Affairs Groups				
1. Did not participate	71.8	73.3	62.7	**
2. Participated, not very actively	18.5	17.6	23.7	
3. Participated very actively	9.0	8.4	12.9	
No response	0.7	0.7	0.8	
75. Satisfaction with Secondary Education				
1. Very dissatisfied	4.7	4.8	4.3	
2. Somewhat dissatisfied	15.0	14.7	16.3	
3. Fairly satisfied	39.8	39.9	39.0	n.s.
4. Very satisfied	40.3	40.4	40.0	
No response	--	--	--	
76. H.S. Teachers' Perception of Student as Hard Worker				
1. Definitely not	12.7	13.4	8.5	
2. No, by and large	32.0	34.2	19.4	
3. Yes, by and large	40.6	39.3	48.1	**
4. Definitely yes	11.8	10.4	20.5	
No response	2.9	2.8	3.5	
77. Outside Interests Prevented Getting Excellent Grades				
1. Fairly often	9.6	10.5	4.6	
2. Occasionally	22.3	23.1	18.0	
3. Rarely	28.4	28.5	27.5	**
4. Never, or almost never	38.8	37.0	49.5	
No response	0.9	1.0	0.5	
78. Amount of Studying as Senior Compared to Classmates				
1. I studied much less than most	18.3	19.4	12.2	
2. I studied slightly less than most	27.8	29.0	21.2	
3. I studied slightly more than most	40.2	39.3	45.6	**
4. I studied much more than most	12.9	11.6	20.0	
No response	0.7	0.7	1.0	

Item and Response Description	Total	Men	Women	Significance of Difference
79. Average Time Outside Class Devoted to Homework				
1. None, or almost none	10.0	10.8	5.7	
2. About 1/2 hour a day	20.7	21.3	16.8	
3. About 1 hour a day	25.2	26.0	20.8	
4. About 2 hours a day	24.9	24.8	25.7	
5. About 3 hours a day	12.7	11.2	21.9	**
6. 4 or more hours a day	5.9	5.3	9.0	**
No response	0.5	0.6	--	
80. Textbook Reading Rate				
1. Very slow	8.2	8.3	7.7	
2. Fairly slow	34.2	34.7	31.8	
3. Fairly fast	49.2	49.3	49.0	
4. Very fast	7.4	6.9	10.7	
No response	0.9	0.9	0.9	
81. Fellow Students' Perception of Student as Hard Worker				
1. Definitely not	6.4	7.0	3.2	
2. Generally not	20.7	22.2	11.9	
3. Generally yes	50.3	49.9	52.6	**
4. Definitely yes	21.2	19.5	31.4	**
No response	1.3	1.4	0.9	
82. Difficulty in Writing Papers				
1. Found task very difficult	9.9	9.9	9.7	
2. Frequently found task difficult	25.9	25.7	27.0	
3. More often than not did not find task difficult	38.3	38.8	35.8	n.s.
4. Had little or no difficulty	25.2	25.0	26.9	n.s.
No response	0.7	0.7	0.6	
83. Tried Harder for Honor Roll than Most H.S. Students				
1. Definitely not	20.4	20.7	18.3	
2. Usually not	29.2	29.7	26.1	
3. Usually yes	29.5	29.6	28.7	**
4. Definitely yes	19.4	18.5	24.8	**
No response	1.6	1.5	2.0	
84. Tendency to give up on Uninteresting Assignments				
1. Fairly often	18.5	19.1	15.0	
2. Occasionally	42.6	42.7	41.8	
3. Rarely	26.7	26.6	27.6	n.s.
4. Never, or almost never	11.7	11.1	15.1	n.s.
No response	0.5	0.5	--	

Item and Response Description	Total	Men	Women	Significance of Difference
85. Importance Attached to Good Grades				
1. None or not much	4.1	4.5	1.7	
2. Moderate amount	19.8	20.5	15.6	
3. Quite a bit	45.3	44.9	47.2	**
4. A great deal	30.3	29.5	35.1	**
No response	0.6	0.6	--	
86. Satisfaction with Own Senior-year Grades				
1. Very dissatisfied	5.5	5.7	4.7	
2. Somewhat dissatisfied	15.8	16.3	12.8	
3. Fairly satisfied	40.4	41.3	35.1	**
4. Very satisfied	38.2	36.6	47.3	**
No response	--	--	--	
87. Senior Grades				
1. Grossly under-represented my ability	7.8	8.4	4.2	
2. Slightly under-represented my ability	31.7	33.3	21.9	
3. Fairly represented my ability	51.0	49.5	59.8	**
4. Slightly over-represented my ability	8.5	7.6	13.2	**
No response	1.1	1.2	0.9	
88. See Self as Harder Worker than Typical H.S. Student				
1. Definitely not	7.7	8.0	6.1	
2. Generally not	27.0	27.7	22.4	
3. Generally yes	49.1	48.9	50.6	**
4. Definitely yes	15.7	15.0	19.4	**
No response	0.5	--	1.4	
89. Assessment of Learning to Study in High School				
1. Did not learn at all	7.2	7.2	7.1	
2. Learned relatively little	33.2	33.8	29.8	
3. Learned fairly well	46.6	46.4	48.4	n.s.
4. Learned very well	12.7	12.4	14.3	n.s.
No response	--	--	--	
90. Television Viewing While a High School Senior				
1. None, or almost none	19.6	19.0	23.4	
2. About 1/2 hour a day	14.9	14.6	16.6	
3. About 1 hour day	23.1	23.4	21.2	
4. About 2 hours day	21.8	22.1	20.3	
5. About 3 hours day	12.6	12.8	11.7	
6. 4 or more hours a day	7.5	7.7	6.7	
No response	--	--	--	
91. Listened to Poplular Music While a High School Senior				
1. None, or almost none	11.4	11.0	14.0	
2. About 1/2 hour a day	20.5	20.4	21.4	
3. About 1 hour a day	26.8	27.6	21.8	
4. About 2 hours a day	20.4	21.0	16.8	
5. About 3 hours a day	10.7	10.7	10.3	
6. 4 or more hours a day	9.9	8.9	15.6	
No response	--	--	--	

Item and Response Description	Total	Men	Women	Significance of Difference
92. Movie Attendance While a High School Senior				
1. Never, or almost never	22.1	22.0	23.1	
2. About once a month or less	44.5	44.0	47.5	
3. About once every 2 or 3 weeks	24.8	25.2	22.5	
4. About once a week	7.3	7.5	6.1	
5. About twice a week	0.8	0.8	0.5	
No response	0.5	0.6	---	
93. Dating During High School				
1. One steady	17.5	17.8	16.0	
2. Series of steadies	20.3	19.8	23.6	
3. Dated small number, none steadily	16.8	16.9	16.4	
4. Pretty much played field	13.9	14.0	12.9	
5. Seldom or never dated	29.0	29.0	28.8	
No response	2.4	2.5	2.2	
94. Type of Outside Reading Most Frequently Preferred				
1. Science, math, engineering -- non-fiction	11.8	13.3	2.9	**
2. Science fiction	15.8	17.1	8.3	**
3. Mystery, westerns, adventure fiction	8.3	8.6	6.6	n.s.
4. Hist., Econ., Social & Political Issues, etc.	5.1	5.6	2.2	**
5. Psychology	0.9	0.8	1.5	n.s.
6. Novels, short stories, drama, poetry, etc.	23.8	18.2	56.6	**
7. Sports, how-to-do, etc. -- non-fiction	17.7	19.5	6.9	**
8. Other	6.1	6.1	6.2	n.s.
9. Did little or no outside reading	9.3	9.5	8.0	n.s.
No response	1.3	1.4	0.8	
95. Dating Frequency, H.S. Senior Year				
1. Not at all	16.4	16.2	17.8	
2. Less than once a month	21.3	21.6	19.5	
3. About once a month	7.6	7.4	9.2	
4. About twice a month	14.1	14.2	13.2	
5. About once a week	15.4	14.8	18.8	
6. About twice a week	12.9	13.4	10.5	
7. More than twice a week	10.0	10.2	9.2	
No response	2.2	2.3	1.8	
96. Automobile Activities During H.S. Senior Year				
1. None, or less than 1 hour a week	64.8	60.8	88.6	**
2. 1 or 2 hours a week	20.7	22.9	7.7	
3. 3 or 4 hours a week	7.5	8.6	1.1	
4. 5 or more hours a week	6.6	7.5	1.3	
No response	---	---	1.3	

Item and Response Description	Total	Men	Women	Significance of Difference
97. Part-time Work During H.S. Senior Year				
1. None	39.4	38.0	47.3	**
2. Less than 6 hours a week	13.6	13.3	15.4	
3. 6 to 10 hours a week	9.0	9.5	6.4	
4. 11 to 15 hours a week	8.6	8.5	8.9	
5. 16 to 20 hours a week	11.2	11.1	12.0	
6. 21 to 25 hours a week	8.2	8.7	5.8	
7. 26 to 30 hours a week	6.0	6.7	1.9	
8. More than 30 hours a week	3.7	4.0	1.8	
No response	—	--	0.5	
98. Situation Before Entering This College				
1. Entered college directly from high school	97.2	97.1	97.7	
2. Transferred from another college	0.8	0.8	0.7	
3. Worked a year between high school and college	1.0	1.2	--	
4. In military service before entering college	--	--	--	
5. Other	0.5	—	1.0	
No response	--	--	--	
99. Transfer Student's Prime Reason for Transferring (omitted due to small numbers)				
100. Place of Birth				
1. City in which college is located	4.7	4.5	5.8	
2. County - but not city - in which college located	3.4	3.4	3.7	
3. This state but not this county	40.3	40.6	38.8	
4. Northeastern U.S.	16.2	15.9	17.8	
5. Southeastern U.S.	5.3	5.3	5.0	
6. South Central U.S.	5.1	4.9	6.5	
7. North Central U.S.	12.7	12.8	12.1	
8. Pacific and Mountain	3.8	3.5	5.9	
9. Outside Continental U.S.	6.7	7.3	3.5	
No response	1.7	1.8	0.8	

Item and Response Description	Total	Men	Women	Significance of Difference
101. Location of Present Home				
1. City in which College is located	5.0	5.0	4.7	
2. County - but not city - in which college located	4.2	4.1	4.8	
3. This state but not this county	33.0	32.6	35.0	
4. Northeastern U.S.	18.1	18.4	16.2	
5. Southeastern U.S.	7.7	7.9	6.5	
6. South Central U.S.	9.2	9.3	9.0	
7. North Central U.S.	11.0	10.5	14.2	
8. Pacific and Mountain	6.5	6.4	6.8	
9. Outside Continental U.S.	3.1	3.4	1.4	
No response	2.1	2.3	1.5	
102. Community where Student Resided during High School				
1. Suburb, metro. area, more than 2,000,000	14.1	14.0	14.5	
2. Suburb, metro. area, 500,000 to 2,000,000	11.7	11.7	12.1	
3. Suburb, metro. area, 100,000 to 500,000	9.3	9.4	8.8	
4. City - not a suburb - of more than 500,000	6.5	6.3	7.9	
5. City 50,000 to 500,000	11.9	11.8	12.4	
6. City, town 10,000 to 50,000	25.7	26.1	23.6	
7. Town less than 10,000	14.2	14.0	15.3	
8. Farm, ranch, etc.	5.3	5.5	4.1	
No response	1.2	1.2	1.2	
103. Parents Marital Status				
1. Living together	85.7	85.8	84.8	
2. Divorced, separated	6.5	6.5	6.5	
3. Father deceased	4.0	3.6	5.9	
4. Mother deceased	1.2	1.3	---	
5. Both parents deceased	---	---	---	
No response	2.5	2.5	2.1	
104. Student's Age When Parents Separated - Death/Divorce				
1. Less than 5 years old	2.1	1.9	3.3	
2. 5 to 9 years old	6.6	6.8	5.6	
3. 10 to 14 years old	5.9	5.7	7.1	
4. 15 years or older	6.2	6.2	6.0	
No response and not applicable	79.1	79.3	78.0	

Item and Response Description	Total	Men	Women	Significance of Difference
105. Student Lived after Separation				
1. Entirely or mostly with father	3.0	3.1	2.4	
2. Entirely or mostly with mother	7.8	7.4	10.2	
No response and not applicable	89.2	89.5	87.4	
106. Student's Sibling Order				
1. Only child	4.6	4.5	5.4	n.s.
2. Oldest child	35.7	35.4	37.3	
3. Youngest child	24.5	24.4	25.3	
4. An in-between child	33.7	34.2	30.9	
No response	1.5	1.5	1.2	
107. Number of Siblings				
1. One	23.0	22.9	23.0	
2. Two	32.9	33.8	27.4	
3. Three	19.6	19.6	19.7	
4. Four	9.7	9.5	10.8	
5. Five	4.6	4.5	5.6	
6. Six	2.3	2.0	4.4	
7. Seven	1.0	0.8	1.9	
8. Eight or more	1.5	1.5	1.7	
No response	5.4	5.3	5.5	
108. Father's Occupation				
1. Unskilled worker, laborer, farm worker	3.6	3.7	3.2	
2. Semi-skilled worker	8.0	8.5	5.4	
3. Service worker	3.4	3.4	3.7	
4. Skilled worker	11.4	11.5	10.9	
5. Salesman, office worker	9.3	9.5	8.2	
6. Owner, mgr. - small business, military officer	14.5	14.6	13.7	
7. Profession requiring bachelors degree	27.9	26.9	33.6	
8. Owner, high level exec. - large co., govt. agency	10.2	10.7	7.7	
9. Professional requiring advanced degree	9.1	8.9	10.8	
No response	2.6	2.5	2.8	

Item and Response Description	Total	Men	Women	Significance of Difference
109. Father Employed by				
1. Himself	21.2	20.8	23.1	
2. Someone else	71.9	72.1	70.7	
3. Other	5.7	5.8	5.0	
No response	1.3	1.3	1.2	
110. Father a Trade Union Member				
1. No	79.9	80.1	78.7	
2. Yes, is/was active in union affairs	6.2	6.4	5.1	
3. Yes, is/was not active in union affairs	11.4	11.2	12.8	
No response	2.5	2.3	3.5	
111. Has Mother been Employed Since Student's Birth				
1. No	40.4	40.8	38.1	
2. Yes	58.1	57.6	60.8	n.s.
No response	1.5	1.6	1.1	
112. Mother's Occupation				
1. Unskilled Worker, laborer, farm worker	4.1	4.4	2.5	
2. Semiskilled worker	6.4	6.7	4.5	
3. Service worker	3.6	3.7	2.8	
4. Skilled worker or craftsman	1.7	1.7	1.5	
5. Salesman, office worker	26.2	26.2	26.2	
6. Owner, mgr.-small business	4.0	4.2	2.8	
7. Profession requiring bachelor degree	15.4	14.2	22.1	
8. Owner, high-level exec.-large co., govt. agency	1.0	1.0	1.0	
9. Professional requiring advanced degree	3.3	3.3	3.3	
No response	34.3	34.5	33.2	
113. Estimated Parental Family Income				
1. Less than $4,000	1.9	1.9	2.0	
2. $4,000 to $5,999	2.7	3.0	0.9	
3. $6,000 to $7,999	2.8	2.8	2.3	
4. $8,000 to $9,999	3.8	3.9	3.6	
5. $10,000 to $13,999	12.9	13.0	12.3	
6. $14,000 to $19,999	18.9	19.0	18.1	
7. $20,000 to $25,999	19.0	18.4	22.7	
8. $26,000 to $31,999	9.0	9.4	6.7	
9. Over $32,000	15.4	15.4	15.5	
No response	13.6	13.2	16.0	

Item and Response Description	Total	Men	Women	Significance of Difference
114. Family's Economic Status Now Vs. 10 years ago				
1. Considerably higher now	34.4	34.8	32.4	
2. Somewhat higher now	36.4	36.3	37.1	
3. About the same	14.9	15.0	14.6	
4. Somewhat lower now	5.5	5.3	6.7	
5. Considerably lower now	3.4	3.5	3.0	
No response	5.3	5.2	6.3	
115. Father's Education				
1. No formal schooling or some grade school	1.8	1.9	1.5	
2. Finished grade school	2.2	2.3	1.6	
3. Some high school	5.6	5.7	5.1	
4. Finished high school	19.3	20.1	14.6	
5. Business or trade school	5.6	5.6	5.4	
6. Some college	12.1	12.1	12.5	
7. Finished college	27.7	27.5	29.5	
8. Grad. or professional school but no degree	6.0	5.8	7.0	
9. Graduate or professional degree	18.2	17.7	21.4	
No response	1.4	1.4	1.3	
116. Mother's Education				
1. No formal schooling or some grade school	1.4	1.4	1.2	
2. Finished grade school	2.1	2.1	1.8	
3. Some high school	6.3	6.6	5.0	
4. Finished high school	34.3	35.8	25.4	
5. Business or trade school	7.5	7.3	8.8	
6. Some college	16.2	15.8	18.9	
7. Finished college	21.4	20.7	25.2	
8. Grad. or professional school but no degree	3.2	3.0	4.7	
9. Graduate or professional degree	5.6	5.3	7.5	
No response	2.0	2.1	1.5	
117. Father's Highest Degree				
1. No college degrees	43.2	44.1	37.6	
2. Associate of arts - 2 yr. jr. college	1.5	1.5	1.7	
3. AB, BS, other bachelor	29.5	28.9	33.2	
4. MA, MS, other master	12.8	12.7	13.7	
5. Ph.D. or Ed.D.	3.9	4.0	3.4	
6. Law degree	1.7	1.5	2.7	
7. Medical degree	2.3	2.1	3.1	
8. Dental degree	- -	- -	- -	
9. Other	2.3	2.3	2.3	
No response	2.4	2.4	2.0	

Item and Response Description	Total	Men	Women	Significance of Difference
118. Mother's Highest Degree				
1. No college degrees	60.2	61.2	54.5	
2. Associate of arts - 2-yr. jr. college	5.1	5.3	4.2	
3. AB, BS, other bachelor	22.7	21.7	28.3	
4. MA, MS, other master	5.5	5.2	7.2	
5. Ph.D. or Ed.D.	- -	- -	1.1	
6. Law degree	- -	- -	- -	
7. Medical degree	- -	- -	0.6	
8. Dental degree	- -	- -	- -	
9. Other degree	2.4	2.4	2.3	
No response	3.5	3.8	1.7	
119. Informant's Race				
1. Caucasian	90.1	90.4	88.7	n.s
2. Negro	3.6	3.5	4.1	
3. Oriental	2.5	2.5	2.3	
4. Other	2.3	2.1	3.3	
No response	1.5	1.5	1.5	
120. Ethnic Background of Father's Ancestors				
1. Native African	3.4	3.5	2.7	
2. Native Indian of N. or S. America	1.3	1.3	1.2	
3. Asian	3.2	3.2	3.1	
4. Eastern European	12.2	12.2	12.5	
5. Southern European	8.8	9.3	5.7	
6. French or Belgian	2.3	2.4	1.4	
7. Central European	28.9	29.2	27.5	
8. Scandinavian	4.0	3.7	5.8	
9. British Isles	31.8	31.2	35.1	
No response	4.3	4.2	5.0	
121. Ethnic Background of Mother's Ancestors				
1. Native African	2.7	2.8	2.6	
2. Native Indian of N. or S. America	2.1	1.9	2.8	
3. Asian	3.2	3.3	2.8	
4. Eastern European	13.0	13.0	12.6	
5. Southern European	8.2	8.6	5.9	
6. French or Belgian	3.4	3.6	1.9	
7. Central European	24.3	24.6	22.8	
8. Scandinavian	4.5	4.5	4.0	
9. British Isles	33.1	31.9	39.8	
No response	5.5	5.7	4.9	
122. Parents' Religious Preference				
1. Protestant	52.1	52.0	52.8	
2. Catholic	30.7	30.3	32.6	
3. Jewish, orthodox	- -	- -	- -	
4. Jewish, conservative	1.2	1.1	1.4	
5. Jewish, reform	2.1	2.1	2.0	
6. Other religion	3.6	3.9	1.8	
7. No formal religion	6.5	6.3	7.4	
No response	3.7	4.0	1.9	

Item and Response Description	Total	Men	Women	Significance of Difference
123. Family's Denominational Attachment				
1. Baptist	6.7	6.7	6.7	
2. Christian Church, Church of Christ	4.7	4.8	4.1	
3. Episcopal	5.8	5.8	6.1	
4. Lutheran	7.8	8.3	4.9	
5. Methodist	13.9	13.6	15.7	
6. Presbyterian	10.9	10.8	11.2	
7. Unitarian or Universalist	0.5	0.5	0.7	
8. United Church of Christ	2.0	2.0	2.0	
9. Other Denomination	1.9	1.8	2.8	
No response	45.7	45.7	45.6	
124. Importance Parents Attached to Informant's Grades				
1. Not very important to them	1.3	1.3	1.5	
2. Fairly important	21.9	21.1	26.7	
3. Quite important	47.3	47.2	47.9	**
4. Extremely important to them	28.3	29.2	23.3	
No response	1.2	1.3	0.6	
125. Importance to Parents that Informant Attend College				
1. Not very important to them	3.6	3.6	3.2	
2. Fairly important	17.0	16.5	20.2	
3. Quite important	40.0	40.1	39.6	**
4. Extremely important	38.7	39.2	36.2	
No response	0.6	0.6	0.7	
126. Importance to Parents that Student go to this School				
1. Not very important to them	51.6	52.3	47.5	
2. Fairly important	30.6	29.7	35.7	
3. Quite important	13.3	13.5	12.7	
4. Extremely important	3.8	3.9	3.2	
No response	0.6	0.6	0.8	
127. Parents' Concern Re Informant's College Friendships				
1. Yes, quite concerned	27.3	26.2	34.0	**
2. Somewhat concerned	49.7	50.2	47.0	
3. No	22.4	23.1	18.3	
No response	0.6	0.6	0.7	
128. Closest Description of Parents' Child Rearing Policy				
1. Unilateral, authoritarian	19.5	20.3	14.8	
2. Autonomy, permissive	6.1	6.5	4.0	
3. Interdependent, mutuality	71.6	70.3	78.9	
No response	2.8	2.8	2.3	

Item and Response Description	Total	Men	Women	Significance of Difference
129. Perceived Source of Child Training Authority				
1. Almost entirely up to father	15.8	16.6	11.0	
2. Usually up to father	49.2	50.5	42.0	
3. Usually up to mother	23.8	22.9	28.8	
4. Almost entirely up to mother	6.9	6.0	12.2	
No response	4.3	4.0	6.0	
130. Parents' Political Orientation				
1. Toward the more conservative Republicans	32.4	32.2	33.9	
2. Toward the more liberal Republicans	14.0	14.2	12.3	
3. Toward the more conservative Democrats	19.3	19.2	19.6	
4. Toward the more liberal Democrats	12.0	12.0	12.1	
No response	22.4	22.4	22.1	
131. Approximate Number of Books in Parents' Home				
1. Less than 25	2.9	3.1	1.8	
2. 25 - 49	5.2	5.4	4.0	
3. 50 - 74	6.6	6.6	6.1	
4. 75 - 99	6.2	6.6	3.7	
5. 100 - 199	17.8	17.9	17.3	
6. 200 - 299	12.2	12.2	12.6	
7. 300 - 499	15.5	15.2	17.1	
8. 500 - 999	17.9	17.8	18.2	
9. Over 1000	14.0	13.5	16.8	
No response	1.8	1.7	2.4	
132. Number of Magazines Parents Read Regularly				
1. None	5.6	5.8	4.2	
2. One or two	20.7	21.4	16.3	
3. Three or four	36.8	36.9	35.8	
4. Five or six	22.2	22.4	21.1	
5. Seven or eight	7.1	6.7	9.8	
6. More than eight	7.0	6.3	11.3	
No response	0.6	0.5	1.4	
133. Number of Kinds of Cultural Events Father Attends				
1. None	28.5	28.7	27.2	
2. One or two	35.3	36.2	30.2	
3. Three or four	18.4	18.5	17.9	
4. Five or six	9.1	8.3	13.8	
5. Seven or eight	6.1	6.1	6.2	
No response	2.6	2.2	4.6	

Item and Response Description	Total	Men	Women	Significance of Difference
134. Number of Kinds of Cultural Events Mother Attends				
1. None	21.1	21.6	17.9	
2. One or two	30.3	31.2	24.6	
3. Three or four	25.0	24.9	25.5	
4. Five or six	13.0	12.2	17.6	
5. Seven or eight	8.2	7.6	11.9	
No response	2.4	2.4	2.6	
135. Informant's Religious Preference				
1. Protestant	44.8	44.4	47.4	
2. Catholic	27.7	27.4	29.5	
3. Jewish, orthodox	- -	- -	- -	
4. Jewish, conservative	0.8	0.7	1.4	
5. Jewish, reform	1.9	1.9	2.0	
6. Other religion	3.1	3.3	2.2	
7. No formal religion	18.7	19.3	15.1	
No response	2.6	2.7	2.5	
136. Protestants' Denominational Affiliation				
1. Baptist	8.2	8.4	7.3	
2. Christian Church, Church of Christ	5.4	5.3	6.1	
3. Episcopal	4.1	3.8	6.2	
4. Lutheran	7.0	7.5	4.7	
5. Methodist	13.2	12.7	15.7	
6. Presbyterian	9.0	9.0	8.7	
7. Unitarian or Universalist	- -	- -	0.6	
8. United Church of Christ	1.7	1.8	1.5	
9. Other denomination	2.2	2.1	2.6	
No response	49.0	49.3	46.8	
137. Frequency of Attending Religious Services				
1. Not at all	19.0	19.6	15.4	**
2. Only on important religious holidays	16.2	16.7	13.6	
3. About once a month	10.6	10.7	10.0	
4. About twice a month	9.6	9.4	10.8	
5. About once a week	36.7	36.1	40.0	
6. More than once a week	6.2	5.7	8.8	
No response	1.7	1.8	1.3	
138. Adequate Personal Philosophy or Religious Faith				
1. Yes	71.8	71.1	75.8	n.s.
2. No	9.5	9.5	9.2	
3. Undecided, do not know	16.5	17.1	13.0	
No response	2.2	2.3	1.9	

Item and Response Description	Total	Men	Women	Significance of Difference
139. Informant's Reaction to Cheating in College				
1. Would not be disturbed, would do nothing	18.8	20.3	10.2	
2. Would be disturbed but would do nothing	29.0	28.8	30.0	
3. Disturbed, action depends on who student is	14.4	14.1	16.3	
4. Would express concern only to student cheating	21.3	20.8	24.2	
5. Would speak to authority without naming names	5.2	4.8	7.9	
6. Would report student	7.5	7.5	7.7	
No response	3.8	3.8	3.7	
140. Independence Orientation				
1. Institution should prescribe curriculum	55.3	55.7	53.3	
2. Student should be free to choose own curriculum	42.5	42.3	43.7	
No response	2.1	2.0	3.0	
141. Type of Academic Work Preferred				
1. Mostly assigned work	69.3	68.8	72.2	
2. Mostly independent work	28.4	28.9	25.5	
No response	2.3	2.3	2.3	
142. Type of Exams Preferred				
1. Objective	65.6	67.7	53.6	
2. Essay	33.0	30.9	45.1	**
No response	1.4	1.4	1.3	
143. Type of Instruction Preferred				
1. Mostly lectures	25.0	24.9	25.8	
2. Mostly discussion	73.3	73.5	72.4	n.s.
No response	1.7	1.6	1.8	
144. Assignments Requiring Original Research				
1. Dislike	46.0	46.6	42.4	
2. Like	51.2	50.4	55.4	
No response	2.8	2.9	2.2	
145. Feelings About Competing				
1. Dislike competitive situations	23.3	22.1	30.2	
2. Neutral	30.9	31.0	30.7	
3. Enjoy competitive situations	44.4	45.4	38.4	**
No response	1.4	1.5	0.7	

Item and Response Description	Total	Men	Women	Significance of Difference
146. Attitude Toward Role of Women				
1. Be confined to home and family	4.9	5.7	- -	**
2. Divide time between home & work if no children	18.4	19.9	9.3	**
3. Divide time at home & work if children in school	33.4	33.9	30.7	*
4. Be free to choose	40.3	37.5	56.8	**
No response	2.9	3.0	2.8	
147. Desired Number of Children				
1. None	10.5	10.0	13.7	
2. One	6.0	6.4	3.6	
3. Two	48.6	49.5	43.4	
4. Three	19.7	19.9	18.6	
5. Four	6.9	6.4	10.0	
6. Five or more	4.1	3.4	8.2	
No response	4.2	4.5	2.5	
148. Plan to See Parents				
1. Almost every day	9.7	10.0	7.6	
2. About once a week	10.1	10.2	9.8	
3. Holidays, occasional weekends	76.1	75.3	80.5	
4. Summer vacation, not at all	3.4	3.8	1.1	
No response	0.6	0.6	0.9	
149. Could Forsake Family Interests for Own Activities				
1. Definitely no	36.6	34.8	46.8	**
2. Extremely unlikely	39.8	40.2	37.9	
3. Some probability	18.7	20.0	11.0	
4. Very possible	3.8	3.9	3.3	
No response	1.0	1.0	0.9	
150. Family Needs More Important Than Own Needs				
1. Strongly agree	13.1	14.2	7.2	**
2. Agree, but not strongly	42.8	43.0	41.4	
3. Disagree, but not strongly	34.1	32.7	41.9	
4. Strongly disagree	7.5	7.6	7.0	
No response	2.5	2.5	2.5	
151. Family Members Should Hold Similar Religious Beliefs				
1. Strongly agree	18.7	19.1	16.0	
2. Agree, but not strongly	41.8	42.0	40.6	
3. Disagree, but not strongly	23.0	22.4	26.5	
4. Strongly disagree	13.8	13.7	14.4	
No response	2.7	2.7	2.6	
152. Family Described as				
1. Very closely united	36.3	35.8	39.3	
2. Fairly closely united	47.9	48.5	44.5	
3. Not particularly united	12.9	12.9	13.3	
4. Very disunited	1.9	1.8	2.3	
No response	1.0	1.1	0.7	

Item and Response Description	Total	Men	Women	Significance of Difference
153. Importance of Satisfying Parents' Wishes				
1. Very important	26.1	25.4	29.9	
2. Fairly important	41.0	40.6	43.7	
3. Moderately important	23.7	24.0	21.8	
4. Not very important	7.8	8.6	3.5	
No response	1.4	1.4	1.0	
154. Growing Closer or Further Away From Family				
1. Much closer	16.1	14.8	24.0	
2. Slightly closer	34.6	34.3	36.0	
3. Slightly away	39.0	40.4	30.7	
4. Much further away	8.0	8.1	7.3	
No response	2.3	2.3	2.0	
155. Consult Parents About Important Decisions				
1. Almost always do	16.1	13.9	28.7	**
2. Usually do	32.6	33.0	30.5	
3. Occasionally do	29.3	30.4	23.0	
4. Rarely do	20.8	21.5	16.4	
No response	1.2	1.2	1.5	
156. Attitude Toward Consulting Parents on Decisions				
1. Feel I definitely should	15.0	14.5	17.8	*
2. Feel I probably should	44.4	43.7	48.5	
3. Have no particular feelings	23.9	24.3	21.7	
4. Generally speaking, no	14.7	15.3	10.8	
No response	2.0	2.1	1.2	
157. Perceived Dependence on Parents				
1. Quite dependent	17.5	17.4	18.3	*
2. Somewhat dependent	35.8	35.4	38.0	
3. Fairly independent	34.4	34.4	34.4	
4. Very independent	11.4	12.0	8.3	
No response	0.9	0.9	1.0	
158. Hours a Week Spent in Conversation With Friends				
1. 16 or more hours	37.0	36.6	39.5	
2. 11 to 15 hours	27.7	27.8	27.1	
3. 6 to 10 hours	23.9	24.0	23.4	
4. 1 to 5 hours	10.0	10.1	8.9	
No response	1.4	1.4	1.1	
159. Leisure Time Spent				
1. Almost always with friends	14.2	14.2	14.6	
2. Usually with friends	43.5	43.8	41.5	
3. Usually alone or with one friend	30.7	30.2	33.4	
4. Almost always alone or with one friend	9.8	9.9	9.2	
No response	1.8	1.9	1.2	

Item and Response Description	Total	Men	Women	Significance of Difference
160. Friends' Artistic Tastes Compared to Own Tastes				
1. Are very similar	14.7	14.7	14.4	
2. Are quite similar	51.9	52.0	51.5	
3. Different in number of respects	27.1	27.1	27.4	
4. Are quite different	4.2	4.2	3.9	
No response	2.1	2.0	2.8	
161. Am in a Group of Friends Who Do Most Things Together				
1. Very accurate self-description	8.0	8.0	8.1	
2. Fairly accurate self-description	28.7	28.7	28.9	
3. Not particularly accurate self-description	45.6	45.8	44.6	
4. Definitely inaccurate description	16.1	15.9	17.3	
No response	1.5	1.6	1.1	
162. Hold Own View Despite Others' Impatience with You				
1. Rarely	8.4	8.9	5.4	
2. Occasionally	39.8	39.2	42.8	
3. Quite often	37.5	37.9	35.4	
4. Very often	12.1	11.8	13.9	
No response	2.2	2.2	2.6	
163. Ignore Peers' Opinions on Matters Important to You				
1. No, never	7.7	7.9	6.7	
2. Rarely	32.6	31.9	36.3	
3. Occasionally	48.0	48.6	44.2	
4. Yes, quite frequently	9.9	9.8	10.6	
No response	1.9	1.8	2.3	
164. Do Things Without Regard for Peer Reactions				
1. Definitely no	6.2	6.0	7.9	
2. No, not usually	48.9	49.7	43.7	
3. Yes, most of time	37.3	36.8	40.1	
4. Definitely yes	5.5	5.4	6.1	
No response	2.1	2.1	2.2	
165. Consult Close Friends About Important Decisions				
1. Almost always	13.3	11.5	23.9	
2. Usually do	41.9	41.9	41.8	
3. Seldom	34.0	35.1	27.1	
4. Almost never	9.2	9.8	5.7	
No response	1.7	1.7	1.5	

Item and Response Description	Total	Men	Women	Significance of Difference
166. Could Forsake Interest in Friends for Own Activities				
1. Definitely not	15.1	14.2	20.7	**
2. Extremely unlikely	44.0	44.0	44.3	
3. Some probability	31.8	32.5	27.5	
4. Quite or very possible	8.0	8.3	6.2	
No response	1.1	1.0	1.4	
167. Consider Friends' Reactions Before Acting				
1. Yes, always	4.9	5.0	4.4	
2. Yes, usually	37.1	38.4	29.3	
3. Sometimes	45.1	44.1	51.3	
4. No, usually not	11.4	11.2	12.6	
No response	1.5	1.4	2.3	
168. Plan to Join Peace Corps or Vista				
1. Definitely not	37.2	38.8	27.9	
2. Probably not	53.0	52.5	56.0	
3. Probably yes	7.2	6.3	12.6	**
4. Definitely yes	0.6	0.5	1.4	
No response	2.0	2.0	2.2	
169. How Well-Informed on Political Affairs				
1. Wholly uninformed	3.2	2.9	4.8	
2. Not very well-informed	37.6	34.5	55.3	
3. Fairly well-informed	50.4	53.0	35.2	**
4. Very well-informed	7.1	7.7	3.3	
No response	1.9	1.9	1.4	
170. Degree of Interest in Political Issues and Affairs				
1. Not interested	13.0	12.9	13.7	
2. Only occasionally interested	43.6	42.8	48.7	
3. Quite interested, do not want to be actively involved	36.1	36.9	30.9	**
4. Very interested, want to be actively involved	6.1	6.1	5.5	
No response	1.2	1.3	1.1	
171. Informant's Political Viewpoints and Affairs				
1. Quite conservative	7.9	7.9	7.5	
2. Fairly conservative	36.8	36.8	36.6	
3. Fairly liberal	41.0	40.7	42.9	
4. Very liberal	8.2	9.0	4.1	
No response	6.1	5.6	8.9	
172. Concern about Graft				
1. No	8.3	9.1	3.7	
2. Cannot say	16.4	16.4	16.7	
3. Mildly indignant	33.7	33.3	35.6	n.s.
4. Very indignant	38.5	38.2	39.8	
No response	3.2	3.0	4.2	

Item and Response Description	Total	Men	Women	Significance of Difference
173. Gov't. Should Prevent Peaceable Meetings of Dissenters				
1. Strongly agree	3.8	3.9	3.4	
2. Agree, but not strongly	13.8	13.9	13.3	
3. Disagree, but not strongly	27.6	27.1	30.9	n.s.
4. Strongly disagree	51.3	51.7	48.7	
No respone	3.4	3.4	3.7	
174. Concern About Rise in Juvenile Crime				
1. Problem not serious	8.9	9.6	4.7	
2. Have not given sufficient thought to say	26.0	25.4	29.5	
3. Fairly strongly	33.0	33.1	32.8	n.s.
4. Very strongly	30.0	29.9	30.6	
No response	2.1	2.1	2.3	
175. Concern About Extent of Poverty in U.S.				
1. Not a matter for concern	6.8	7.4	2.7	
2. Haven't given sufficient thought to say	23.8	25.0	16.5	
3. Mildly concerned	45.4	45.0	48.0	**
4. Highly concerned	21.0	19.4	30.4	
No response	3.0	3.1	2.4	
176. Police Hampered by Necessity for Search Warrant				
1. Strongly agree	10.9	11.9	5.1	
2. Agree, but not strongly	31.2	31.0	32.7	
3. Disagree, but not strongly	26.7	26.1	30.7	*
4. Strongly disagree	27.1	27.2	26.2	
No response	4.1	3.9	5.3	
177. Concern Re Less Opportunity for Non-Wasps in U.S.				
1. Not a matter for concern	31.8	33.3	23.3	
2. Have not given sufficient thought to say	16.1	16.4	14.3	
3. Mildly concerned	33.5	32.7	37.7	**
4. Highly concerned	14.8	13.9	20.3	
No response	3.8	3.7	4.4	
178. Concern Re Growing Materialism & Moral Breakdown				
1. No, or assumption is mistaken	13.3	13.9	9.5	
2. Cannot say	23.2	24.0	18.0	
3. Mildly disturbed	35.3	35.0	36.9	**
4. Very much disturbed	24.5	23.3	31.7	
No response	3.8	3.7	3.8	

Item and Response Description	Total	Men	Women	Significance of Difference
179. Abolition of Capital Punishment				
1. Strongly disagree	36.0	38.7	20.3	
2. Disagree, but not strongly	26.9	26.5	28.8	
3. Agree, but not strongly	16.7	15.7	22.6	**
4. Strongly agree	16.5	15.4	22.9	
No response	3.9	3.6	5.4	
180. Enjoy Discussing Philosophies of History				
1. Definitely would not	15.3	15.9	11.8	
2. Probably would not	32.9	33.6	29.3	
3. Probably would	37.7	37.1	41.3	*
4. Definitely would	12.0	11.6	14.5	
No response	2.0	1.8	3.1	
181. Concern Re Welfare for the Elderly				
1. Not a matter for concern	4.8	5.2	2.6	
2. Have not given sufficient thought to say	18.8	19.5	14.6	
3. Mildly concerned	42.0	42.9	37.0	*
4. Highly concerned	31.6	29.8	42.2	
No response	2.8	2.6	3.7	
182. Gov't. Step up Efforts for Universal Medical Care				
1. Strongly disagree	6.1	6.1	5.9	
2. Disagree, but not strongly	13.4	13.4	13.6	
3. Agree, but not strongly	46.0	46.5	42.7	n.s.
4. Strongly agree	30.1	29.4	34.0	
No response	4.5	4.6	3.8	
183. Discuss Foreign Films with Friends				
1. Never	53.6	52.5	59.8	
2. Rarely	31.2	31.7	28.3	
3. Occasionally	10.6	11.2	7.3	*
4. Quite Frequently	1.4	1.5	0.9	
No response	3.2	3.1	3.7	
184. Interest in Modern Art				
1. No interest whatsoever	28.2	29.7	19.3	
2. Slightly interested	57.0	56.9	57.9	
3. Quite interested	10.0	9.0	15.9	**
4. Very much interested	3.2	2.9	5.2	
No response	1.6	1.6	1.6	
185. Gov't. Should Not Investigate Politics of Faculty				
1. Strongly disagree	8.2	8.5	6.7	
2. Disagree, but not strongly	20.8	21.4	17.6	
3. Agree, but not strongly	33.9	33.2	38.1	n.s.
4. Strongly agree	29.7	30.0	27.4	
No response	7.4	6.9	10.3	

Item and Response Description	Total	Men	Women	Significance of Difference
186. Concern About Children and Obscene Literature				
1. No	33.4	37.0	12.2	
2. Cannot say	20.9	21.6	16.4	
3. Mildly upset	30.5	29.5	36.4	**
4. Very much upset	12.4	9.0	32.3	**
No response	2.8	2.8	2.7	
187. How Many Have Been Read of These - Joyce, Tolstoy, Mann				
1. None	48.9	50.4	39.7	
2. One	30.4	30.0	32.4	
3. Two	14.3	13.0	22.0	**
4. Three	4.4	4.6	3.7	**
No response	2.0	2.0	2.2	
188. Labor Unions These Days Do More Harm than Good				
1. Strongly agree	27.0	28.7	17.2	
2. Agree, but not strongly	36.5	36.9	34.0	
3. Disagree, but not strongly	25.7	24.9	31.2	**
4. Strongly disagree	4.6	4.4	6.0	**
No response	6.2	5.2	11.7	
189. Decision to Drop Bomb on Hiroshima				
1. Strongly feel decision right	30.0	33.2	11.6	
2. Decision right, but my feelings not strong	41.4	42.6	34.4	
3. Decision wrong, but my feelings not strong	13.1	11.1	24.7	**
4. Strongly feel decision wrong	9.2	8.0	16.5	**
No response	6.3	5.1	12.9	
190. Pleasure from Classical Music				
1. None or very little	21.2	23.2	9.4	
2. A moderate amount	32.5	33.5	26.1	
3. Quite a bit	25.8	25.1	29.9	**
4. A great deal	17.9	15.7	30.8	**
No response	2.7	2.5	3.8	
191. Concern about Business Ethics				
1. Not disturbed	3.8	4.0	2.5	
2. Dc not really understand	14.0	13.1	19.1	
3. Mildly disturbed	36.8	37.5	33.2	**
4. Greatly disturbed	40.9	41.2	38.9	**
No response	4.5	4.2	6.3	
192. Excuse Conscientious Objectors from Military Service				
1. Strongly disagree	16.4	17.8	8.7	
2. Disagree, but not strongly	20.2	20.6	17.5	
3. Agree, but not strongly	33.9	32.8	40.8	**
4. Strongly agree	24.1	23.8	26.4	**
No response	5.3	5.1	6.6	

Item and Response Description	Total	Men	Women	Significance of Difference
193. Reaction to a Lynching				
1. Indifferent, or depends on who lynched	12.1	13.6	3.2	
2. Not certain	19.6	20.0	17.6	
3. Mildly shocked	35.7	35.4	37.2	**
4. Highly outraged	28.1	26.6	36.9	
No response	4.5	4.4	5.1	
194. Welfare State Destroys Individual Initiative				
1. Strongly agree	39.5	40.3	34.7	
2. Agree, but not strongly	39.1	39.0	39.8	
3. Disagree, but not strongly	12.5	12.2	14.3	n.s.
4. Strongly disagree	2.5	2.5	2.2	
No response	6.5	6.1	8.9	
195. Enjoy Reading Poetry				
1. No, dislike poetry	21.0	23.2	8.0	
2. Not very much	34.2	36.8	19.5	
3. Yes, to some extent	34.4	32.1	47.5	**
4. Yes, very much	8.9	6.4	23.5	
No response	1.5	1.5	1.5	
196. Knowledge About History of Painting				
1. Almost nothing	54.4	56.3	43.0	
2. A small amount	31.8	31.2	35.6	
3. A moderate amount	9.6	8.4	16.6	**
4. A good deal	2.5	2.4	3.3	
No response	1.7	1.8	1.5	
197. Attendance at Evening Lectures on Serious Topics				
1. Not at all	51.7	52.9	44.9	
2. Once or twice	31.4	30.2	38.0	
3. Three or four times	8.8	9.0	8.0	n.s.
4. Five or more times	6.1	6.0	7.1	
No response	1.9	1.9	2.1	
198. Number of Books Owned by Informant				
1. Less than 10	22.5	23.3	17.7	
2. 10 to 30	40.9	40.7	42.3	
3. 31 to 75	22.1	21.8	23.8	
4. More than 75	12.8	12.5	14.6	
No response	1.8	1.8	1.6	
199. Intense Reaction to a Work of Art in Past Year				
1. No	20.0	22.0	7.8	
2. Do not think so	23.9	25.1	17.5	
3. Yes, several times	40.9	40.0	46.6	**
4. Yes, quite a number of times	13.0	10.8	25.8	
No response	2.2	2.1	2.4	

Item and Response Description	Total	Men	Women	Significance of Difference
200. Individual Liberties Not Possible Under Socialism				
1. Strongly agree	25.7	26.1	23.2	
2. Agree, but not strongly	31.6	31.3	33.3	
3. Disagree, but not strongly	23.3	22.6	27.3	n.s.
4. Strongly disagree	11.5	12.5	5.6	
No response	7.9	7.5	10.6	

(End of items from College Student Questionnaire, Part I)

Item and Response Description	Total	Men	Women	Significance of difference
201. First Considered engineering for collegiate program				
1. Within the last six months	6.1	6.0	6.6	**
2. Between six months and a year ago	18.2	16.6	27.6	
3. About a year ago	26.2	25.2	32.1	
4. About two years ago	26.5	27.8	19.3	
5. Three years ago	8.5	9.0	6.0	
6. Four or more years ago	13.2	14.5	5.8	
No response	1.2	0.9	2.5	
202. First decided on field or specialty within engineering				
1. Haven't decided yet	21.6	21.1	24.5	*
2. Within the last six months	21.1	20.8	23.1	
3. Between six months and a year ago	18.4	17.6	23.1	
4. About a year ago	20.9	21.5	17.8	
5. About two years ago	9.1	9.8	5.3	
6. Three years ago	3.3	3.6	1.8	
7. Four or more years ago	4.4	4.8	1.8	
No response	1.2	0.9	2.7	
203. Most important reason for selecting engineering as career choice				
1. Job openings available	19.5	18.7	24.6	n.s.
2. Rapid career advancement	3.7	3.5	5.2	n.s.
3. High anticipated earnings	8.4	9.2	4.1	**
4. Contribution to society	6.5	6.3	7.5	n.s.
5. Work with ideas	11.5	11.6	11.2	n.s.
6. Be helpful to others	1.3	0.9	3.9	**
7. Work with people	--	--	0.7	n.s.
8. Intrinsic interest in field	37.3	38.5	30.2	**
9. Other	9.3	9.3	9.8	
No response	1.9	1.8	2.7	
204. Second most important reason for selecting engineering as career choice				
1. Job openings available	28.6	28.9	27.0	
2. Rapid career advancement	7.0	7.3	4.8	
3. High anticipated earnings	22.3	23.3	16.7	
4. Contribution to society	7.5	6.4	14.3	
5. Work with ideas	12.5	12.9	10.1	
6. Be helpful to others	3.3	3.0	5.1	
7. Work with people	2.7	2.4	3.9	
8. Intrinsic interest in field	10.5	10.2	12.2	
9. Other	3.5	3.6	2.7	
No response	2.2	2.0	3.1	

Item and Response Description	Total	Men	Women	Significance of difference
205. Third most important reason for selecting engineering as career choice				
1. Job openings available	17.5	16.9	21.4	
2. Rapid career advancement	13.2	13.8	9.6	
3. High anticipated earnings	23.2	23.7	20.6	
4. Contribution to society	11.4	11.0	13.8	
5. Work with ideas	9.6	9.6	9.4	
6. Be helpful to others	5.1	5.3	4.0	
7. Work with people	3.9	3.7	5.0	
8. Intrinsic interest in field	7.2	6.9	9.0	
9. Other	6.1	6.5	3.8	
No response	2.7	2.6	3.5	
206. Most important reason for decision to pursue graduate study				
1. Don't intend to pursue graduate study	28.3	27.6	31.9	n.s.
2. Expectation of increased earnings	9.4	10.4	3.7	**
3. Preparation for a different profession (such as medicine, law, business)	9.0	9.0	9.4	n.s.
4. Personal prestige and status	3.3	3.5	2.1	n.s.
5. Essential for career goals in engineering	18.9	19.6	14.8	n.s.
6. Intense intellectual interest in a field	8.4	8.6	7.7	n.s.
7. Development of abilities to fullest extent	15.1	14.2	20.7	**
8. Other	3.4	3.3	4.0	n.s.
No response	4.1	3.9	5.5	
207. Second most important reason for decision to pursue graduate study				
1. Don't intend to pursue graduate study	10.2	10.0	11.1	
2. Expectation of increased earnings	14.7	16.1	7.0	
3. Preparation for a different profession (such as medicine, law, business)	4.3	4.3	4.8	
4. Personal prestige and status	6.6	6.9	4.7	
5. Essential for career goals in engineering	13.5	13.4	14.6	
6. Intense intellectual interest in a field	9.1	8.9	10.2	
7. Development of abilities to fullest extent	17.1	17.1	16.9	
8. Other	6.0	6.1	4.9	
No response	18.5	17.3	25.7	

Item and Response Description	Total	Men	Women	Significance of difference
208. Importance given to becoming an authority in ones field				
1. Essential	16.9	17.0	16.0	n.s.
2. Very important	34.1	34.4	32.3	
3. Somewhat important	37.0	37.2	36.3	
4. Not important	10.9	10.5	13.4	
No response	1.1	0.9	2.1	
209. Importance given to raising a family				
1. Essential	18.2	18.0	19.5	n.s.
2. Very important	38.1	39.0	32.7	
3. Somewhat important	29.4	28.9	32.1	
4. Not important	13.1	13.0	13.4	
No response	1.3	1.1	2.4	
210. Importance given to having administrative responsibility for the work of others				
1. Essential	4.7	4.7	4.8	**
2. Very important	26.0	26.9	21.0	
3. Somewhat important	43.6	43.2	45.4	
4. Not important	24.3	24.1	26.0	
No response	1.4	1.1	2.9	
211. Importance given to never being obligated to people				
1. Essential	7.0	7.3	5.3	**
2. Very important	18.1	18.8	13.9	
3. Somewhat important	32.6	32.9	30.5	
4. Not important	39.6	38.4	46.7	
No response	2.8	2.6	3.6	
212. Importance given to getting married within next five years				
1. Essential	4.2	4.1	4.6	n.s.
2. Very important	8.5	8.9	6.6	
3. Somewhat important	24.9	24.7	26.0	
4. Not important	61.0	61.2	59.8	
No response	1.4	1.2	3.0	
213. Frequency of argument with teacher in class during past year				
1. Frequently	14.1	14.9	9.4	
2. Occasionally	51.5	51.2	53.0	
3. Not at all	32.7	32.2	35.5	
No response	1.7	1.7	2.1	
214. Frequency of vocational counseling during past year in school				
1. Frequently	6.4	5.8	9.9	
2. Occasionally	45.8	46.4	42.3	
3. Not at all	46.1	46.3	44.6	
No response	1.7	1.5	3.3	

Item and Response Description	Total	Men	Women	Significance of difference
215. Guidance counselor's reaction to ones interest in engineering				
1. Strongly discouraged my interest	0.8	0.8	0.9	n.s.
2. Mildly discouraged my interest	1.7	1.6	2.4	n.s.
3. Largely unaware of my interest	32.7	33.2	29.7	n.s.
4. Mildly supported my interest	29.2	29.4	27.8	n.s.
5. Strongly supported my interest	32.0	31.3	36.2	n.s.
No response	3.7	3.8	2.9	
216. Expected academic rank at end of freshman year, in relation to freshman engineers at your school				
1. Top 5%	6.3	6.8	3.2	**
2. Top 10%	17.9	18.7	13.3	
3. Top third	36.5	36.8	34.6	
4. Top half	31.0	29.8	38.1	
5. Lower half	4.1	3.8	5.6	
No response	4.3	4.1	5.3	
217. Estimated grade average for freshman year				
1. A	16.8	18.0	9.9	**
2. B	61.8	60.7	68.3	
3. C	17.4	17.4	17.3	
4. D	0.6	0.7	--	
5. Lower than D	--	--	--	
No response	3.3	3.1	4.2	
218. Student's expectations regarding intellectual ability of most of the students in engineering				
1. Brightest students on campus	14.0	14.2	12.9	n.s.
2. Generally above average	66.9	66.7	67.8	
3. About average	16.0	16.3	14.7	
4. Below average	0.7	0.8	--	
5. Far below average	--	--	--	
No response	2.3	1.9	4.5	
219. Expectations of the engineering faculty and administration of students entering this year				
1. Expect superior academic performance from men	11.0	11.2	9.7	n.s.
2. Expect same academic performance from men and women	83.7	83.8	83.2	n.s.
3. Expect superior academic performance from women	2.3	2.1	3.5	n.s.
No response	3.0	2.9	3.7	

Item and Response Description	Total	Men	Women	Significance of difference
220. Student's expectations of academic performance in relation to others of same sex in engineering				
1. Expect to do better than most others	36.3	39.2	19.1	**
2. Expect equal performance	58.7	56.0	74.4	
3. Expect to do worse than most others	3.0	3.0	3.1	
No response	2.1	1.9	3.4	
221. Student's expectations of academic performance in relation to those of opposite sex in engineering				
1. Expect to do better than most others	39.4	44.1	11.8	**
2. Expect equal performance	53.8	50.1	75.3	
3. Expect to do worse than most others	4.6	3.7	9.6	
No response	2.3	2.1	3.3	
222. Person(s) from whom one expects most influence this year in school				
1. Male faculty/staff member	23.8	23.9	23.3	n.s.
2. Female faculty/staff member	2.2	1.7	5.3	**
3. Male engineering students	27.5	28.9	19.4	**
4. Female engineering students	4.8	3.4	12.9	**
5. Other male friends	20.3	22.3	8.3	**
6. Other female friends	10.0	9.3	14.0	**
No response	11.4	10.4	16.8	
223. Number of instructors one expects to know well				
1. Almost none	27.1	27.0	27.3	n.s.
2. Less than half	42.8	42.2	46.0	
3. More than half	18.6	19.2	15.1	
4. Almost all	8.5	8.7	7.5	
No response	3.0	2.8	4.0	
224. Expected amount of study in relation to freshman engineering classmates this year				
1. Much less than most	1.6	1.8	0.5	
2. Slightly less than most	16.9	18.2	9.5	
3. Slightly more than most	66.1	65.3	70.8	**
4. Much more than most	12.2	11.6	15.8	
No response	3.2	3.2	3.4	
225. Frequency of extreme anxiety during exams in past year				
1. Almost always very anxious	13.3	13.3	13.2	n.s.
2. Often very anxious	39.1	39.4	37.2	
3. Rarely very anxious	33.5	33.3	34.5	
4. Very rarely anxious	11.7	12.0	10.5	
No response	2.3	2.0	4.6	

Item and Response Description	Total	Men	Women	Significance of Difference
226. Situation in which one feels most confident competing with ones peers				
1. Group of same sex	6.9	6.4	10.0	
2. Group of opposite sex	4.6	4.6	4.6	
3. Group that is equally mixed	17.0	17.4	14.6	
4. Sex ratio in group makes no difference	69.9	70.3	67.8	
No response	1.6	1.4	3.0	
227. Preferred situation for self in ten years				
1. Single, having a full-time job	12.2	12.9	7.8	**
2. Married, no children; having full-time job	23.7	22.5	30.8	**
3. Married, no children; having part-time job	0.7	0.6	1.5	*
4. Married, no children; not employed	--	--	--	n.s.
5. Married, with children; full-time job	53.6	59.1	21.4	**
6. Married, with children; part-time job	4.6	1.1	24.9	**
7. Married, with children; not employed	1.5	0.5	7.9	**
No response	3.4	3.1	5.5	
228. Preferred situation for spouse in ten years				
1. Intend to remain single	8.5	8.9	5.8	**
2. No children; spouse working full-time	14.8	11.8	32.4	**
3. No children; spouse working part-time	7.5	8.8	--	**
4. No children; spouse not employed	2.4	2.8	--	**
5. Have children; spouse working full-time	13.6	6.6	54.6	**
6. Have children; spouse working part-time	20.0	23.3	0.7	**
7. Have children; spouse not employed	26.7	31.3	--	**
No response	6.5	6.6	5.9	
229. Most support special assistance to ethnic minority engineering students on campus in following area				
1. Academic skills	13.9	14.5	10.8	**
2. Laboratory skills	1.4	1.5	0.8	n.s.
3. Study skills	6.9	7.1	5.6	n.s.
4. Career guidance	10.8	10.7	11.2	n.s.
5. Academic enrichment	6.7	6.8	5.7	n.s.
6. College sponsored peer support groups	10.5	9.6	16.0	**
7. None of these areas	41.7	41.9	40.8	n.s.
No response	8.2	8.0	9.1	

Item and Response Description	Total	Men	Women	Significance of Difference
230. Most support special assistance to women engineering students on campus in following area				
1. Academic skills	8.5	8.4	9.2	n.s.
2. Laboratory skills	3.7	3.6	4.2	n.s.
3. Study skills	2.2	2.1	3.3	n.s.
4. Career guidance	13.2	12.5	16.9	n.s.
5. Academic enrichment	5.2	5.2	4.8	n.s.
6. College sponsored peer support groups	8.7	7.4	16.4	**
7. None of these areas	50.5	52.7	37.3	**
No response	8.1	8.1	8.0	